Mentoring a Summer Student

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April 2014

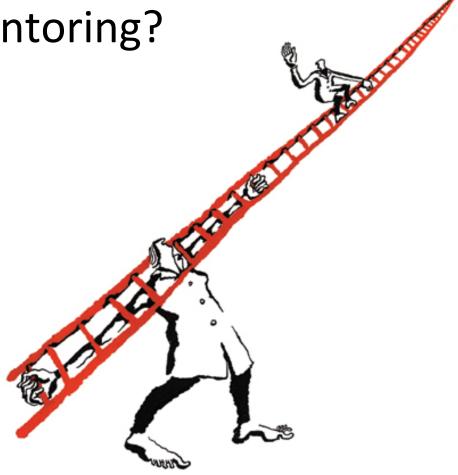# Topics to be Covered

- Preparing for a good start

- Nurturing the relationship – feedback

- Mentoring challenges

- Coming to closure

Preparing for a Good Start

- Mentoring goals

- Decide on project and goals

- Establishing relationship, communication

- Mentoring agreement

What are the goals of mentoring?

Goals of Mentoring

- Facilitate learning of research skills

- Encourage critical thinking

- Guide career path exploration

- Foster integrity, ethics in science and life

- Encourage teamwork, communication skills

- Foster confidence and independence

- Give of yourself and learn about yourself

Deciding on a Project

- Time is NOW

- Reasonable scope, feasible in 6 weeks

- Background readings

- Part of larger project, big picture

- Not just cookbook experiments

- Finished product, poster presentation

Establishing a Relationship

- Get to know your student, take to lunch

- Introduce to lab members

- Discuss research project and student's role

- Discuss lab policies, notebook

- Be available for questions

- Discuss summer student activities

Summer Student Activities

- Science Skills Boot Camp

- Seminar series, Neuroscience lectures

- Poster, Scientific Talk workshops

- Graduate & medical school workshops

- Brown bag lunches
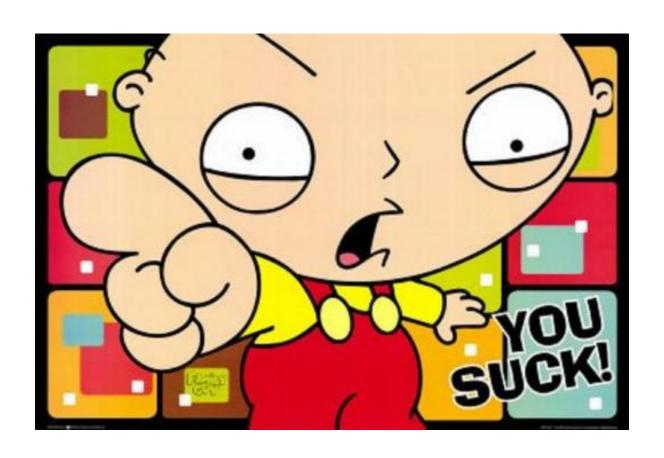
- Poster Days, Baltimore & Bethesda

Mentoring Agreement

- Do it together – follows from conversations

- Specific goals and expectations

- Define deliverables – criteria for success

- Determine completion of relationship

- Put it in writing and sign it

How do you know they understand?

- Explain procedure back to you

- Explain procedure to someone else in lab

- Draw a flowchart or diagram

- Worksheets for them to complete

Nuturing the Relationship

3 Steps to Giving Feedback

1. Open the meeting

2. Conduct the meeting

3. Close the meeting

Giving Feedback: Opening

- Establish rapport and receptivity

- State purpose of meeting

  - "I'd like to talk about . . ."

Giving Feedback: Conducting

- **ASK** student to reflect on actions

  - What happened?

- **TELL** student your feedback

  - Affirming or corrective

- **ASK** for understanding

  - Suggestions, action plan

Giving Feedback: Closing

- Summarize positives, areas for growth

- Recap the action plan

- Make plan to follow up on progress

Corrective Feedback

Corrective Feedback: TELL

- Behavior: describe the specific behavior

- Effect: impact on you, others, research team

- Expectation: expected or preferred behavior

- Redirect: suggest corrective steps

Corrective Feedback: TELL

- **B**ehavior: describe the specific behavior

- **E**ffect: impact on you, others, research team

- **E**xpectation: expected or preferred behavior

- **R**edirect: suggest corrective steps

BEER!

Corrective Feedback Example

(B) "This is the second time you have been late in submitting your part of the grant proposal.

(E) I feel that I can't count on you, and the goals of research team are delayed.

(E) Going forward, I'd like you to submit your part of the grant by the deadline.

(R) To help with this, I suggest that we set several interim deadlines before the final deadline."

Corrective Feedback Exercise

- Form triads

  – Choose role: Mentor, Student, Observer

- Practice feedback meeting

  – Mentor uses ASK – TELL (BEER) – ASK

- Observer gives feedback to mentor and student about meeting (ATA)

3 Steps to Giving Feedback

- **OPEN** the meeting
  - State purpose

- **CONDUCT** the meeting
  - Ask • Tell (BEER) • Ask

- **CLOSE** the meeting
  - Positives, growth, action plan

Feedback Guidelines

1. Focus on behavior, not interpretation

2. Avoid "You" statements; use "I"

3. Listen and paraphrase for clarity

4. Have a conversation; don't lecture

5. Insure mutual understanding by asking

"I *love* it!"

Challenging Personality Differences

Myers-Briggs Type Indicator

- Differences based on how we prefer to use minds

- In each of 4 areas, we prefer one approach

Taking in information: Sensing vs. Intuition

Reaching conclusions: Thinking vs. Feeling

Focus of energy: Introversion vs. Extroversion

Approach to life: Perception vs. Judgment

Sensing   i**N**tuition

How we take in information

Through 5 senses	*Gets information*	Through 6th sense
Facts, data, specifics	*Prefers*	Ideas, big picture
Physical world	*Notices*	World of imagination
Present	*Time frame*	Future
Sense of realty	*Gift*	Sense of possibility

Thinking   **F**eeling

How we reach conclusions

Thinking	Criteria	Feeling
External, objective	*Criteria for decisions*	Internal, subjective
Skeptical	*Tendencies*	Trusting
Directness	*Values*	Harmony
Brief, business-like	*Communication*	Long, meandering
Objectivity	*Gift*	Compassion

Introversion   **E**xtraversion

Focus of energy

Introversion	Focused toward	Extraversion
Internal world	*Focused toward*	External world
Consider, then speak	*Communication*	Speak while considering
Cautiously	*Approaches life*	Enthusiastically
One thing at a time	*Work style*	Multi-tasking
Depth, listening	*Gift*	Energy, talking

Perception   **J**udgment

Approach to life

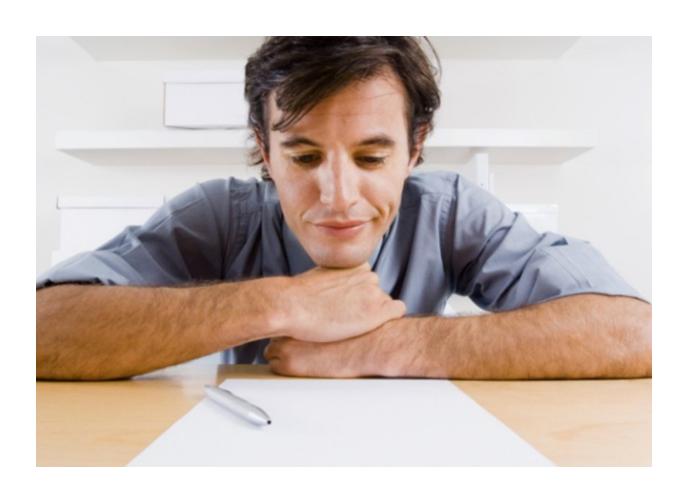| Perception	Approach	Judgment
Flexible, fit situation	*Approach*	Predictable
Collect information	*Activity*	Make decisions
Pressure prompted	*Planning*	Early starter
Spontaneous, tolerance	*Gift*	Creating structure

Coming to Closure

- Exit interview

- Self-reflection

- Celebrate the learning

Exit Interview

- Were goals achieved?

- What was greatest accomplishment?

- What have you learned?

- What was biggest challenge?

- Maintain contact, write letter?

Self-Reflection

Celebrate the Learning!!